

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



Reserve  
1.984  
G 75

# Newsletter

2 1962  
CURRENT SERIAL RECORDS



GRADUATE SCHOOL ★ USDA

March 16, 1962

## MARK YOUR CALENDAR

April 3 Faculty Luncheon, Room 6962, South Building, U. S. Department of Agriculture

A school is known by its students. I was reminded of this in Chicago where I attended the 16th annual conference on higher education, March 4-7.

Speaking on Federal aid to higher education, Congresswoman Edith Green told of learning about the Graduate School from a Capitol policeman who studies French here.

Both Mrs. Green and Senator Wayne Morse, who spoke at the same session made a strong case for Federal aid to higher education and noted evidence that Congress is moving toward legislation that will provide aid.

Mrs. Green noted that of the 35 major educational programs now in the Federal government only half of them go to the House Education Committee for funds.

\* \* \* \*

Should the government pay for the education of civil servants when education is defined as studies concerned not with making a living but with adding greater horizons and quality to life?

That was the question posed by Warren L. Ziegler, educational consultant, who spoke at our faculty luncheon, March 6.

Mr. Ziegler noted that the general climate of our society favors education. Our people are motivated to continue their studies. Except in a limited way (our Critical Issues and Decisions seminars are a case in point) the government does not now accept responsibility for the continuing education of Federal workers. Should it, or does the individual carry full responsibility for self-development?

A point that emerged in the round-table discussion following Mr. Ziegler's talk had to do with the frustrations of training workers in agencies where there were only a few ladders for advancements. Most workers in those agencies must be content to remain near the grade level at which they began. Should these workers be encouraged to study the arts and humanities rather than training? Would government investment in such studies pay returns in productive work and informed citizens?

These are questions to be considered by those of us concerned with the continuing education and training of adults. A conflict with the meeting in Chicago made me miss the discussion. I am indebted to Mrs. Constance G. Coblenz and C. O. Henderson for taking charge in my absence.

\* \* \* \*

Dean Robert Blakely of the University of Iowa defines the futurization of life as a way of thinking and acting that "leads" the future as a hunter "leads" the duck or as a rocketeer "leads" the moon.

"The entire human race is awakening to the realization that knowledge is power. They mean to grasp and use this power.

"For the first time since democracy emerged in the 17th and 18th centuries, the peoples of the world are being offered a third alternative. Now they think their choices lie between old tyranny, democracy, and a newer ideology.

"The new ideology promises everything that democracy promised and more: short cuts in time and around the faults of democracy, real or pretended.

"The American people have not fully recognized the new, dynamic tyranny that seeks to bring about its own 'futurization of the world'.

"Our values rest on the infinite worth we put upon the individual, on the equality of all men in certain incommensurable ways and their individual uniqueness in all measurable ways. Our goals are the equality of opportunity for all individuals to realize their best selves. We are guided by the faith that most people most of the time are reasonable and decent creatures--or can become so through education.

"The most serious criticism of American education is that it is not adjusted to the 'futurization of the world'. It is still acting on the assumption of a static world that in youth one can learn (or worse 'be taught') all one needs to know the rest of his life.

"Learning to learn is at the heart of learning how to live in a world where all cultures and civilizations now confront one another, a world where if mankind is to survive a new world civilization must be created.

"If the inventive society is to maintain stability, it must be like that of the gyrocompass in the jet plane: internally powered motion in balance, carefully oriented to the axis of the entire world in ceaseless rotation. The directions must be chosen by the people and the stable motion must be powered by continuous effort enlightened and informed by continuous education."

\* \* \* \*

"The issue is not that Congress is obsolete," Dean Stephen K. Bailey of Syracuse said in the final lecture of the series on Critical Issues and Decisions.

"The issue is that Congress must free itself from the obsolescent myths and practices that keep it from performing effectively the great tasks which history now rests on its shoulders: to relate the particular to the general, to resolve conflict, to keep the bureaucracy and the executive accountable, and to keep all of us free.

"We cannot afford to allow the Congress of the United States to be eclipsed because it is the supremely humanizing agency of our government. It is precisely because it is slow, undiplomatic, and non-technical that the Congress is so desperately needed in our Society--as critic, as educator, as balance wheel.

"The Congress is, among other things, the voice of the bewildered citizen who is damned if he'll see 900 years of man's struggle for freedom tossed into an electric ashcan manned by technicians.

"At its best, Congress is the asker of rude questions; the stubborn insister that technology be discussed in terms of its human effects, the quizzical elicitor of new ideas from old hands, the sympathetic bridge between the bewildered citizen and the impersonal bureaucracy, the sensitive register for group interests whose fortunes are indistinguishable from the fortunes of vast numbers of citizens, and who have a constitutional right to be heard.

"Congress at best is the prudent provider, the sifter and refiner of legislative proposals, the compromiser of conflict, the humbler of generals and admirals.

"We need a Congress that can do things. Our long-term freedom depends upon it."

\* \* \* \*

About three out of five of the people who attended the lectures in the Critical Issues and Decisions series were from Agriculture. Most of the remainder were from 20 other Government agencies with Interior, HEW, and the Smithsonian showing the highest representations.

\* \* \* \*

Our count shows seven groups have been formed to study the role of the U. S. in world affairs as a result of promotion by the Graduate School last month. We still have a supply of Foreign Policy Association kits for late comers who would like to join a going group or form one of their own. Check with our bookstore. The program is offered in cooperation with the local educational station WETA-TV and the Foreign Policy Association.

\* \* \* \*

Our congratulations to:

Albert Ateto, a member of the Congolese group now studying public administration at the Graduate School. He has been selected by his government to take part in a special training program set up by the European Economic Community. During the coming year Mr. Ateto and family will live in Brussels.

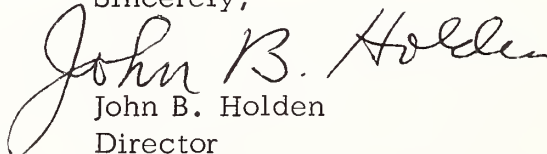
Theodore H. Reed, a member of our current management program, was selected as one of the 10 outstanding young men in the Federal government to receive the Arthur S. Flemming awards for '61. Dr. Reed is director of the National Zoological Park.

\* \* \* \*

We are delighted to announce promotions for two staff members, Mrs. Marie Pettie and Mrs. Carol Cornelius. Mrs. Pettie, my secretary for the past two years, moved up to the post of assistant registrar, March 1. Mrs. Pettie, whose college work was at Southwestern State College in Oklahoma, served on the staff of Kansas State University for a number of years before she moved to Washington. She succeeds Miss Gloria Livermore, who resigned. Mrs. Cornelius, who joined our staff as clerk-stenographer for Mrs. Ruth Carlock when she graduated from Northwestern High School in 1959, heads our new accounting department. There are two vacancies on our staff as a result of these promotions.

\* \* \* \*

Sincerely,

  
John B. Holden  
Director